



## Aufnahmeprüfung für die Klasse 10 des Aufbaugymnasiums im Fach Englisch

Bearbeitungszeit: 90 Minuten

Name:

Datum:

### I. Reading comprehension

Read the text and answer the questions below in a complete sentence.

#### Designer babies

In the 21<sup>st</sup> century genetics<sup>1</sup> will control our food, our health and our environment. Now scientists are beginning to talk about choosing the genes<sup>2</sup> of our children. Designer children have long been the subject of science-fiction, but can they, and should they, ever become reality?

It is already possible for parents to choose whether their child will be a boy or a girl. And hundreds of babies around the world have been born with the help of genetics to stop them having terrible genetic illnesses. But soon new technologies will be able to offer parents even more control over the kind of child they have: not just genetically perfect health, but more. An attractive and clever child might one day be on every parent's shopping list.

But how exactly would parents get the child of their dreams and when, if ever, will it be possible? DNA is the key to it all. Our genes are made of DNA. To design our children, we'll have to understand and take control of their genes. Humans<sup>3</sup> have tens of thousands of genes. Right now scientists are doing research to identify every one of those genes. But identifying the genes won't tell us what those genes do. Even changing things such as our children's eye colour or hair colour will be a huge challenge.

Some of the most interesting discoveries genetic scientists have made are for genes that affect our behaviour. One scientist claims to have found a gene that makes people happy. But we still have a long way to go before we can use this knowledge and produce a child that is, for example, genetically programmed to be happy. Happiness could be made up of as many as a thousand genes and not just one.

Let's consider another problem, which is clearly shown by identical<sup>4</sup> twins. They have exactly the same DNA but are likely to have very different characters. So genes are important – but they're only half the story. Experience, learning, what your parents tell you to do, what you learn at school, those are important too. You can change a person's genes – but you have no way of knowing what's going to happen.

Whether we like it or not, genetic engineering is making progress with every year that passes. The question isn't whether we'll be able to design children; the question is what genes are we going to change and how are we going to use this technology? (410 words)

Adapted from *Life and Death in the 21<sup>st</sup> century* on [www.bbc.co.uk](http://www.bbc.co.uk)

<sup>1</sup> genetics *Genetik* <sup>2</sup> gene *Gen* <sup>3</sup> human *Mensch* <sup>4</sup> identical *identisch, (hier) eineiig*

1 What are 'designer children'? \_\_\_\_\_

2 Have children whose genes have been changed already been born? \_\_\_\_\_

- 3 What do scientists need to do before they can 'design' children? \_\_\_\_\_  
\_\_\_\_\_
- 4 What does one scientist say he has discovered? \_\_\_\_\_  
\_\_\_\_\_
- 5 Why is it difficult to programme a child to be happy? \_\_\_\_\_  
\_\_\_\_\_
- 6 Are identical twins the same in every way? \_\_\_\_\_  
\_\_\_\_\_
- 7 Why could changing someone's genes lead to problems? \_\_\_\_\_  
\_\_\_\_\_
- 8 Does the author of the text think it will be possible one day to design children?  
\_\_\_\_\_

## II. Grammar

1) **Verb tenses** → Fill in the gaps with the correct verb forms.

1. Our football team \_\_\_\_\_ (*lose*) the football match last week.
2. My mother always \_\_\_\_\_ (*go*) to bed early.
3. I \_\_\_\_\_ (*not do*) anything special at the moment.
4. My English friend Steve and I \_\_\_\_\_ (*know*) each other since 2003.
5. My parents \_\_\_\_\_ (*fly*) to Australia in the next summer holidays.

2) **Reported speech** (= indirect speech)

→ Put down what the people in the dialogue say in reported speech (= indirect speech).

1. Tim: "I'm not on Facebook yet."

→ Tim tells Mary \_\_\_\_\_.

2. "Could you give me some help and show me how to fill in the gaps?"

→ Then he asks Mary \_\_\_\_\_.

3. Mary: "OK, all you really need is a secret password."

→ Mary answers \_\_\_\_\_.

4. "But be careful and don't give away too many personal details."

→ She tells him \_\_\_\_\_.



3) **The passive** (= passive voice) → *Fill in the gaps with active or passive forms of the verb.*

1. My friends \_\_\_\_\_ (give) me a concert ticket as a birthday present yesterday.
2. I \_\_\_\_\_ (give) a concert ticket as a present by my friends yesterday.
3. Facebook \_\_\_\_\_ (use) by many teenagers all over the world every day.
4. Even my grandfather \_\_\_\_\_ (use) it from time to time to contact friends.

4) **The article** → *Put in the definite article (the) or  $\emptyset$  where it can be left out.*

1. Mr Smith was injured so badly during the accident that he had to go to \_\_\_\_\_ hospital.
2. \_\_\_\_\_ life can be very hard.
3. \_\_\_\_\_ life in a large city like New York can be extremely exciting.
4. I'm sure we can learn a lot from \_\_\_\_\_ nature.

5) **Adjective or adverb** → *Fill in the gap with the correct form of the given word.*

1. Sue behaved very \_\_\_\_\_ (bad) during the English lesson.
2. Please do your homework \_\_\_\_\_ (quick).
3. Boris B. played tennis \_\_\_\_\_ (good).
4. We have to work very \_\_\_\_\_ (hard) at school.

6) **Relative clauses** → *Fill in the correct relative pronouns (who-which-that-whose-whom).*

1. That is the boy over there \_\_\_\_\_ school bag was stolen last Monday.
2. Here are the DVDs \_\_\_\_\_ my friend watched last week.
3. you should beware of people \_\_\_\_\_ don't tell you the truth.
4. Next summer, my family is going to London \_\_\_\_\_ is one of the biggest cities in Europe.
5. Manuel Neuer \_\_\_\_\_ my friend Ted likes very much, is one of the best goal keepers in Germany.
6. The bike \_\_\_\_\_ cost me so much money has already been stolen.

### III. Text production

#### School uniforms

*It is normal for all British pupils to wear **school uniforms**. Even some schools in Germany have already introduced school uniforms at their schools.*

*What do you think about that idea? Would you like to be a pupil at a school where you had to wear a school uniform. Write down **your opinion**. (write at least 100 words.)*

Good luck

My opinion about school uniforms in Germany:

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